



CIVILIAN PERSONNEL CAREER MANAGEMENT

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2004

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM (ACTEDS) PLAN

OCCUPATIONAL SERIES GS-180
CAREER FIELD 53

Psychology
Psychologist
Clinical Psychologist
Counseling Psychologist
Research Psychologist

ACTEDS PLAN


TO CONSERVE THE FIGHTING STRENGTH

FOREWORD

This Army Civilian Training, Education, and Development System (ACTEDS) Plan for Psychologists provides careerists and management with a guide to assist in career enhancement and progression. Training and development planning is essential in developing and enhancing an individual's knowledge, skills, and abilities. This plan, if followed, will provide all Psychologists the avenue to become more proficient in their field.

Psychologists and their supervisors and managers are encouraged to review this ACTEDS plan and tailor it to their needs. Although individuals ultimately control their own careers, all levels of command share in the responsibility of implementing guidance contained in this plan. This will help to ensure a continuing source of highly qualified Psychologists for the Department of the Army.

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F O R E W O R D
ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

PSYCHOLOGY
OCCUPATIONAL SERIES GS-180
Career Field 53

Summary.

a. This document describes the ACTEDS plan for the Psychology occupational series. It includes a listing of the objectives, structure, key positions, career paths, training, education, and developmental opportunities that enhance the careerist's capability to perform and advance within the Psychology community of the Army Medical Department (AMEDD).

b. Nothing in this plan should be construed to obligate any Department of the Army activity to select or fund the training of any individuals covered by this plan; such training is always accomplished subject to budgetary and mission requirements.

Interim Changes. Interim changes will be distributed as required to update information contained in this document.

Suggested Improvements. The proponent agency for this document is the U.S. Army Medical Department Center and School (AMEDDC&S). Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, AMEDDC&S, AMEDD Personnel Proponent Directorate, ATTN: MCCA-DC, 1400 East Grayson Street, Fort Sam Houston, TX 78234-5052.

Distribution. Primary access to this plan is via the Internet at: <http://appd.amedd.army.mil/acteds.htm> or http://www.cpol.army.mil/library/train/acteds/CF_53/.

Table of Contents

1. Introduction
2. Objectives
3. Coverage
4. Career Field Information
5. Key Positions
6. Responsibilities
7. Mentorship
8. Training Competencies
9. Career Ladder
10. Master Training Plan
11. Recruitment Strategies and Sources
12. Mobility Requirements
13. Affirmative Action/Equal Employment Opportunity
14. Summary of Change

Appendix A --- Key Positions

Appendix B --- Career Ladder

Appendix C --- Training Competencies

Appendix D --- Master Training Plan Matrix

Appendix E --- Course Descriptions

Appendix F --- Glossary

Appendix G --- Request for Equivalency Credit

Appendix H --- Individual Development Plan

Appendix I --- Credits

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

PSYCHOLOGY OCCUPATIONAL SERIES GS-180 Career Field 53

1. Introduction.

a. ACTEDS is a Department of the Army (DA) system that provides a progressive and sequential framework for developing the technical, managerial, and professional skills required of the United States (U.S.) Army's civilian workforce. It mirrors what the Army does to guide military personnel throughout their careers. This ACTEDS plan for Psychologists provides careerists and management with a guide to assist in career enhancement and progression. It includes a listing of the training, education, and developmental opportunities that enhance the careerist's advancement within the psychology community. Training and development planning are essential in developing and enhancing the employee's knowledge, skills, and abilities (KSAs). This plan, if followed, will provide Psychologists with an avenue to become more proficient in their fields, benefiting the Army, the local military organization, and the employee.

b. Readers of the plan need to be familiar with the Office of Personnel Management (OPM) Operating Manual for Qualification Standards for General Schedule Positions. In this OPM manual and the ACTEDS plan, the term "psychologist" is used broadly to include all personnel from GS-7 through GS-15 regardless of educational qualifications. This is contrary to the definition of the American Psychological Association and most State Legislatures that narrow the definition of "psychologist" to include only those individuals with a doctoral degree in psychology.

2. Objectives.

a. Provide a proactive career development program for psychologists from entry level to senior level positions throughout their careers.

b. Provide a career path of technical and professional training that will increase their knowledge base, maximize productivity and efficiency, and minimize costs.

c. Provide a means for goal formulation and measurement of performance for leaders.

d. Aid in the recruitment and retention of motivated individuals in the DA healthcare delivery system.

3. Coverage. This plan applies to all DA civilian employees working in the field of Psychology to include: Psychologist, Clinical Psychologist, Counseling Psychologist, and Research Psychologist, regardless of the level at which they were hired and the organization or agency to which they are assigned or attached.

4. Career Field Information. The career field of psychology has become increasingly specialized. For doctoral level psychologists in the civilian community, there is a growing emphasis on completing postdoctoral fellowship training and board certification in a specific area of expertise in psychology. Some of these specialty areas, such as behavioral health psychology, neuropsychology, and child and adolescent psychology, mirror postdoctoral fellowship training within the military. In order to maintain the highest level of professional development and to provide the needed range of services for soldiers and their families, Department of Defense (DOD) civilian psychologists will need to meet these standards. At the same time, DOD psychologists will need to demonstrate the broad clinical skills required to provide basic services for the active duty soldier. DOD psychologists must also be familiar with military relevant aspects of the practice of psychology in the 21st century, including such issues as psychological aspects of terrorism, behavioral aspects of biological and chemical warfare, and post-combat reintegration.

5. Key Positions. Key Positions within occupational series GS-180 are defined as operating and staff positions having broad responsibilities and duties for managing, or which substantially impact, AMEDD programs. Lists of key positions for GS-180's are found in Appendix A.

In general, these positions are senior positions in a given psychology function at each organizational or command level. In some instances, "deputy" or "assistant" titled positions may also be considered key. The Functional Chief Representative (FCR) has final approval authority for designation of key positions.

6. Responsibilities. Development, coordination, management, and implementation of this ACTEDS plan are the shared responsibility of the proponent, the proponent agency, the Functional Chief (FC), and the FCR. The proponent for this

series, and all occupational series in this career field (Career Field 53), is The Surgeon General (TSG) of the U.S. Army. The proponent agency is the AMEDDC&S, AMEDD Personnel Proponent Directorate (APPD). The FC is the Chief, Medical Service Corps. The FC will designate a senior official holding a top-level position to be the DA FCR for Army Psychologists. In turn, the DA FCR will designate individuals in key positions to serve as subject-matter-experts (SMEs).

a. Headquarters, Department of the Army, provides overall policy and direction for this ACTEDS plan, and will:

(1) Provide overall program management, guidance, direction, and approval.

(2) Provide funding support for selected ACTEDS Core Leader Development training.

(3) Provide assistance to the FC, the FCR, and APPD in implementing this ACTEDS Plan.

b. Functional Chief Representative. The FCR has operational responsibility for administration of the GS-180 occupational series. Those responsibilities include:

(1) Assisting AMEDD Personnel Proponent Directorate in preparation of career management regulations by providing advice on career patterns; identifying knowledge, skills, and abilities required for specific job categories; identifying training and development needs; and recommending functional courses and equivalencies for the enhancement of the employee.

(2) Selecting SMEs to participate in job analysis, establishing evaluation criteria, and rating applicants for referrals.

(3) Monitoring affirmative action goals and equal employment opportunity (EEO) progress.

(4) Assisting TSG in estimating Army-wide Psychology training needs and ensuring the Master Training Plan (MTP) is adequate.

(5) Assisting TSG in establishing standards for selection of training sites.

(6) Exercising final approval authority for the designation of key positions.

c. Major Commanders (MACOM) will:

(1) Ensure identification and resourcing of non-ACTEDS career field (CF) training needs (such as training to meet MEDCOM mission requirements and individual training needs).

(2) Assure career management is evaluated and follow-up actions are taken to support quality staffing, employee communications, Affirmative Employment Program (AEP) and EEO objectives, and ACTEDS training, education, and development requirements.

(3) Establish leadership and direction in the AEP aspects of career management identify situations within the MACOM where EEO progress is inadequate and initiate corrective action.

d. Activity/Installation commanders will:

(1) Obtain and provide funding, within activity/installation resources, to attain ACTEDS Plan objectives. (Note: Funding may not always be available for all specified training and education at specific grade levels.)

(2) Support developmental assignments/reassignments and formal training of participants.

e. The senior Psychologist at each installation informs the FCR of:

(1) Planned career requirements,

(2) budget needs,

(3) distribution of funds, and

(4) management of spaces.

f. The supervisor will:

(1) Prepare and approve competency-based training plans.

(2) Identify and coordinate developmental assignments utilizing career paths.

(3) Prepare goal-setting development plans in concert with the employee.

(4) Release employees for identified ACTEDS Plan training and development opportunities (mission permitting).

(5) Ensure employees possess or are provided opportunities to obtain required competencies.

(6) Perform ongoing evaluation of employee career progression.

g. The employee will:

(1) Actively participate with supervisors in preparing a goal-setting development plan.

(2) Pursue training and leader development opportunities offered under this ACTEDS Plan.

(3) Accept cross-training assignments for developmental purposes.

7. Mentoring. Mentors are senior careerists, managers, or commanders who not only personally become involved in the development of personnel within their organizations but also influence decisions to establish programs, commit resources, and make assignments that make career development happen. Mentoring is most successful when the person being mentored is mobile and can take advantage of the widest range of opportunities. Using the ACTEDS plan as a base, mentors will facilitate training and career-broadening opportunities, help personnel assess their potential, and actively guide them through the appropriate career-area progression pattern. Mentoring for Civilian Members of the Force, DA Pamphlet 690-46

(http://www.usapa.army.mil/pdffiles/p690_46.pdf), is a recommended reference for mentors and personnel being mentored.

8. Career Ladder. The career ladder for Psychologists begins at the GS-07 level and progresses to GS-15. The Career Ladder Chart for this occupational series is at Appendix B.

9. Training Competencies. (Appendix C). Supervisors are responsible for identifying resources and offering opportunities to meet the career objectives of their employees. They must ensure that employees under their supervision possess, or are

provided opportunities to obtain, required KSAs through formal and on-the-job training (OJT). Equivalency credit may be granted for formal courses or OJT received from sources other than those listed in the Master Training Plan (MTP). Application for equivalency credit should be submitted to the FCR for evaluation using the Request for Equivalency Credit for Mandatory Functional Training form. An example of this form is found at Appendix G of this plan.

10. Master Training Plan. (Appendix D).

a. General.

(1) Employees enter this occupational series at various levels with varying degrees of preparation, capability, and potential for growth. For this reason, training identified for an employee should be based on what formal training and/or OJT the employee brings to the job in comparison to that required for advancement as outlined in this ACTEDS plan. Broadband training is identified as those courses and OJT that cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to moving from the band. Consideration should be given to documenting prior experience and training. Training and development is divided into two categories: Universal Training and Competitive Professional Development.

(a) Universal Training. Universal training requirements provide standardized KSAs across the occupational series to all employees who have similar duties and responsibilities. Universal training requirements are prioritized to assist commanders in planning and programming for ACTEDS funding. Universal training priorities are as follows:

Priority I (U1) - Mandatory training that is typically a condition of employment, must be successfully completed within a specified time period, and meets one or more of the following criteria: (a) employee must have for acceptable performance; (b) training is essential for mission accomplishment; (c) training is mandated by higher authority (law or DOD) or is required for health, certification, or safety reasons; (d) training is mandated by Headquarters, Department of Army (HQDA) as an ACTEDS leader development core course; or (e) training is essential, functional intern training.

Priority II (U2) - Training that should be successfully completed within a specified time period, but may be delayed if

funding is not available, and should meet one or both of the following criteria: (a) employee should have for maximum proficiency, and/or (b) training improves the quality of mission accomplishment.

Priority III (U3) - Training that should be funded after Priority I and II requirements and should meet one or both of the following: (a) provides or enhances KSAs needed on the job, or (b) leads to improvement of mission accomplishment.

(b) Competitive Professional Development (CPD). This category includes developmental opportunities for which individuals are competitively selected. It covers Army-wide competitive programs such as the Senior Service Colleges, and courses conducted at the Army Management Staff College, that are centrally funded by the Deputy Chief of Staff, G-1. Competitive professional development also includes fellowship programs, developmental assignments, and training-with-industry, which are funded by either the major Army command (MACOM) or the installation. The annual ACTEDS Training Catalog is available on the World Wide Web at <http://www.cpol.army.mil/train/catalog/index.html>, and contains specific information about current competitive development opportunities, along with all necessary procedural and application requirements.

(2) The ideal training program provides the opportunity for every employee to advance to the highest level of his/her capability. The most effective training and development activity for any Army civilian career employee will result from an appraisal/counseling interview which: (a) identifies training requirements, (b) systematically schedules the training needed to meet the requirements, and (c) takes greatest advantage of work situations and operating problems for OJT development purposes.

(3) A major element of the MTP is a goal-setting development plan, commonly referred to as an Individual Development Plan (IDP). The IDP, although no longer regulatory, continues to serve as an ideal means to document and record the goal-setting development plan mutually agreed upon at the rater/supervisor counseling session. (A sample IDP is found at Appendix H). It clearly identifies the training and OJT needed to improve the technical knowledge and skill of the employees and should be updated annually.

(4) Development and rating methods of civilian employees are outlined and reported annually through the Total Army

Performance Evaluation System (TAPES). The rater/supervisor, with the ratee's input, during counseling sessions, will assist the ratee in identifying the required training and/or professional development objectives.

(5) When an employee has completed a required phase of training, it must be documented by the supervisor. The completed training will be noted in the IDP and TAPES, then filed in accordance with local procedures. Employees who demonstrate the ability to effectively handle increasingly complex assignments become more competitive for developmental assignments and advancement.

(6) Self-Development. In addition to the mandated training outlined in the MTP, employees at all levels are encouraged to undertake individual projects such as technical papers, presentations, and membership in professional organizations. These opportunities will increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary effort initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve or exceed planned career goals. Employees will be encouraged to take advantage of: (a) available Army and other professionally relevant correspondence courses, (b) opportunities for study at nearby colleges or universities; (c) planning, reading, and discussion of developments in the various aspects of the field of psychology; and (d) seminars, workshops, teleconferences, videos, and meetings sponsored by professional organizations.

(7) Competitive Opportunities. Long-term training is a competitive opportunity intended to expand and develop GS-12 through GS-15 careerists through educational opportunities and work experiences apart from their assigned organizations. Competitive opportunities are approved through the MEDCOM or the DA FCR and some are centrally funded by DA. They include formal courses and developmental assignments such as: (a) the Army War College, (b) the Army Congressional Fellowship Program, (c) the Sustaining Base Leadership and Management program, (d) college and university course work, and (e) DA rotations.

b. Training Levels.

(1) Entry Level for GS-180. An individual entering at the entry level for Psychologist, GS-180, is defined as one with extensive experience and education in the field. Full

performance in this series is at the GS-11 level and above. This employee requires training in executive skills, strategic planning, and organization leadership in preparation for senior leadership roles at the GS-14/15 level.

(2) Intermediate Level training for Psychologist, GS-11/12 places emphasis on broadening the individual's technical knowledge in several areas of psychology in addition to developing managerial, supervisory, and administrative abilities.

(3) Advanced Level training for Psychologist, GS-13/14/15 focuses on the entire range of administrative regulations and precedents in accordance with (IAW) policies applicable to one or more programs. These employees identify and propose solutions to problems that are characterized by their breadth, importance, and severity, and for which previous studies and established management techniques are frequently inadequate. Their decisions significantly affect the content, interpretation, or development of Army policies and programs concerning critical matters or major issues. They are assigned positions/studies where limited guidance exists as to the method of evaluation for the potential experience identified or, where possible, new experiences need to be identified for a new operation or new product. Training will be on topics that are emerging issues in the specialized field as well as seminars and conferences where these topics are likely to be discussed. At this level, the employee must have a mastery of one or more specialty fields evidenced by application of new developments and theories to critical and novel problems, and extension and modification of approaches and methods to solve a variety of problems with unconventional solutions. Developmental assignments for these employees may include rotations through other agencies as well as congressional exchanges. All GS-13/14/15 Psychologists are recognized as SMEs.

11. Recruitment Strategies And Sources.

a. Recruitment Strategies.

(1) Planned recruitment of highly qualified or high potential employees is essential to the development and maintenance of an effective health system program.

(2) Recruitment should be related to replacement needs projected on the basis of expected losses and planned expansions.

(3) Although primary hiring emphasis is generally placed at the entry level, recruitment of quality individuals from various sources and placement in the appropriate administrator and specialist levels may also be accomplished.

(4) Recruitment and selection practices are designed to obtain the best qualified candidates for available positions.

(5) Recruitment brochures, literature, advertising, or other appropriate and authorized publicity measures should be employed to support recruitment actions.

b. Recruitment Sources.

(1) Competitive referrals.

(2) Status candidates eligible for transfer, reassignment, or reinstatement.

(3) Installation "upward mobility" programs that are part of the Local Merit Promotion Plan/Program which targets high-potential DA employees showing an interest in pursuing advancement within the GS-180 occupational series.

(4) Special placement assistance programs such as the DOD Priority Placement Program.

(5) College and university recruitment programs, professional conferences, and job fairs.

(6) Non-status candidates.

12. Mobility Requirements. Mobility is defined as geographic, organizational, or functional movement--either in continental United States (CONUS) or outside continental United States (OCONUS). Nevertheless, while many employees can achieve their career objectives in one geographical area, mobility is often a factor in achieving goals. Relocation may increase chances of acquiring broad-based management experiences necessary for executive level vacancies. There may be a direct relationship between an employee's availability for varied geographic locations and his or her prospects for enhanced development and career advancement.

13. Affirmative Action/Equal Employment Opportunity. Training and development opportunities for career field participants covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

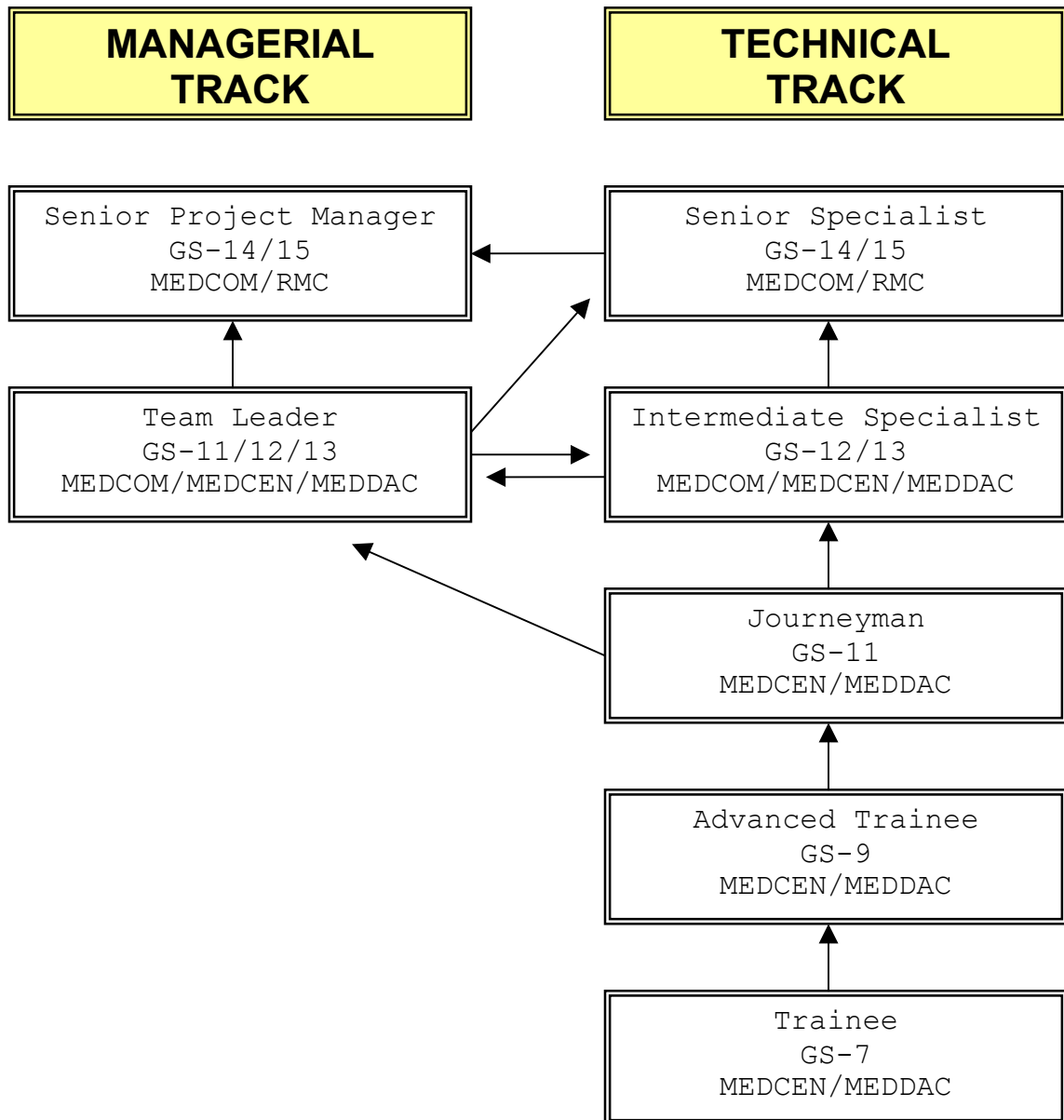
14. Summary of Change. This is the initial publication of the Psychology ACTEDS plan. The Plan has been reviewed by subject-matter-experts and staffed through the applicable Consultant.

**APPENDIX A
KEY POSITIONS
PSYCHOLOGIST**

TITLE	GS	SERIES	GRADE	LOCATION
Supervisory Clinical Psychologist	GS	0180	14	Walter Reed Army Medical Center
Psychology FCR	GS	0180	13/14	Varies

APPENDIX B
CAREER LADDER

Psychologist
Clinical Psychologist
Counseling Psychologist
Research Psychologist



APPENDIX C
TRAINING COMPETENCIES
PSYCHOLOGIST

General Orientation

1. Knowledge of DOD and Army systems (e.g., acronyms, traditions, and military rank structure) in order to effectively function within the organization.
2. Knowledge of Army, AMEDD, and employing office mission, goals, regulations, procedures, and organizations and functions in order to operate within appropriate parameters.

Decision Making

3. Ability to identify and evaluate alternatives in order to choose and implement the best alternative.
4. Ability to synthesize new approaches using existing information and data in order to integrate into an effective treatment plan.

Communication

5. Ability to effectively communicate clinical, scientific, and administrative information through oral, written and visual methods in order to assess, plan, implement, and evaluate programs.
6. Skill in basic interviewing and communication techniques in order to formulate an accurate assessment of the patient's condition and needs.

Information Management

7. Ability to use developing information management technology in order to accomplish duties.

Human Resources Management

8. Knowledge of statistics, analytical aids, and methods by which information is obtained, organized, arranged, and evaluated using quantitative methods in order to synthesize information and form an accurate recommendation.

9. Ability to analyze productivity measures in order to recommend improvements.
10. Knowledge of personnel management policies and procedures in order to assign and review work; plan work to be accomplished by subordinates; hear and resolve minor complaints; set project completion dates; recommend promotions, awards, and disciplinary actions; schedule and approve leave; and approve job descriptions, etc.
11. Knowledge of individual and group behavior in order to enhance the development of individual and group responsibility within the organization.
12. Knowledge of collective bargaining and ability to recognize and implement fair labor practices in order to protect the rights of employees as well as management.
13. Ability to employ techniques such as negotiation, mediation, and active listening in order to resolve conflicts.

Health Law And Policy

14. Knowledge of Federal, state, and local laws as well as DOD and specific AMEDD policies in order to ensure compliance with issues that impact mental health care and behavioral science.
15. Ability to implement and oversee compliance programs in order to ensure compliance at all levels.
16. Knowledge of tort and criminal jurisprudence in order to participate in risk management programs.
17. Knowledge of policies that govern the conduct and privileges of the medical staff in order to assure conformity.
18. Knowledge of the evaluative process performed by accrediting organizations in order to ensure the delivery of high quality mental health care, such as the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), the American Psychological Association (APA), the American Board of Professional Psychology (ABPP), and the National Register of Health Service Providers in Psychology (NRHSPP).
19. Knowledge of contract law and contracting procedures in the private sector as well as in the government in order to ensure contract compliance.

Resource Allocation

20. Knowledge of and ability to utilize analytical techniques in order to monitor and evaluate the allocation of funds, maintain financial records, control financial activities, identify deviations from planned performance, and forecast future funding requirements.

21. Ability to develop budgets, and determine the optimal allocation of monetary resources needed in order to support programs.

22. Knowledge of regulations such as Occupational Safety and Health Administration (OSHA), fire codes, Americans with Disabilities Act (ADA), etc., in order to ensure regulation and policy compliance.

23. Knowledge of the financing of military and civilian healthcare, healthcare economics, reimbursement methodology, capitation financing, and the healthcare insurance industry in order to execute responsibilities.

Ethics

24. Knowledge of ethical decision-making processes, structures, and social constructs underlying ethical theory in order to protect patient rights and confidentiality.

25. Knowledge of personal, professional, and organizational ethics in order to articulate a personal code of ethics and a professional code of ethics; to compare and contrast the two; to identify and effectively address ethical conflicts between, or among, personal, professional, and organizational ethics; and to foster an organizational climate that supports the organizational code of ethics.

26. Knowledge of personal, professional, and organizational ethics, professional and organizational codes of ethics, and the purpose and processes of ethical problem solving within health care organizations, including consultants, teams, or committees in order to protect the rights of patients, healthcare workers, and the organization.

27. Knowledge of bioethics--identification of ethical problems and their solutions in the areas of medical readiness; patient treatment; human subject research; organ donation and

transplantation; and the allocation of scarce resources in order to provide guidance to patients as well as healthcare providers.

Mental Health Care Delivery And Professional Practice

28. Knowledge of and ability to conduct an on-going assessment of patient care, management of risk, the assessment of provider competencies and performance, the process of utilization review, and the implementation of corrective and follow-up actions, where indicated in order to ensure the most effective treatment is provided.

29. Knowledge of methods used in order to assess the quality of patient care through comparison of actual versus expected outcomes.

30. Knowledge of wellness and health promotion programs in order to meet health care needs.

31. Knowledge of medical terminology in order to evaluate possible medical implications.

32. Knowledge of the principles and philosophy of managed care and alternative delivery systems in order to ensure effective coordinated care.

Leadership

33. Ability to participate with other members in the community in order to assess, plan, implement, and evaluate mental health services and community systems that include promotion of mental illness issues.

34. Skill in coordinating, communicating, and collaborating with other health disciplines in order to enhance patient care.

35. Skill in assumption of leadership role in order to insure professional practice improvement, effect appropriate changes throughout the health care system, implement resource utilization effectiveness endeavors, and impact public policy.

Public And Media Relations

36. Ability to effectively communicate, orally and in writing, ideas and concepts to others with different technical or experience backgrounds in order to disseminate information effectively.

37. Ability to speak to audiences from varied backgrounds, such as the military chain of command, health care professionals, military family members, internal staff, professional groups, community organizations, and others in order to effectively convey information.

38. Knowledge and skill in strategies to market the psychologist's role, programs, and services in order to advance the visibility of psychologists and program designs which enhance education, wellness, and prevention of disease/injury.

Clinical

39. Knowledge and ability to perform psychological assessment through employing diagnostic interviewing, psychometric assessment measures, and behavioral assessment and observation methods in order to accurately evaluate patients.

40. Knowledge and ability to develop clear case conceptualizations for patients using coherent, empirically supported theoretical formulations in order to communicate to patients in an easily identifiable manner.

41. Knowledge and ability to employ a broad array of therapeutic intervention methods with an emphasis on empirically validated treatment approaches in order to achieve rapport with patients.

42. Knowledge and ability to establish rapport with a patient in order to effectively manage the therapeutic relationship with sensitivity and objectivity.

43. Knowledge and ability to develop measurable treatment goals in order to monitor treatment goals throughout therapy in collaboration with the patient, and appropriately assess treatment outcome.

44. Knowledge and ability to provide consultation services to a broad range of consultees to include health professionals, community organizations, and military units in order to tailor counseling to individual needs. These consultations include emergent consultations, comprehensive mental health evaluations, consultation for medical patients, evaluations for personnel actions and human factors, and consultation for organizational behavior.

45. Knowledge and ability to evaluate treatment skills and program development in order to assess effectiveness of professional services.

APPENDIX D
MASTER TRAINING PLAN MATRIX
PSYCHOLOGIST

Page 1 of 4

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY	INTERMEDIATE		ADVANCED		COMPETENCIES (APPENDIX B)
		GS-07/09	GS-11	GS-12	GS-13	GS-14	
1	General Orientation / Orientation to the Employing Office Supervisor OJT Length Varies	U1	U1				1,2
2	Organization of the U.S. Government Supervisor OJT Length Varies	U1	U1				1,2
3	Organization and Functions of the Army Medical Department AMEDDC&S/Supervisor OJT/CC/OL Length Varies	U1	U1				1,2
4	Professional Associations Various Professional Organizations FC Length Varies	U3	U3	U1	U1	U1	5,7-9,14-19, 22, 24-27, 28-32,35,38-45
5	University Sponsored Training University-Based FC Length Varies	U3	U3	U3	U3	U3	7, 14-19,20-23,24-27, 28-32,33-36,38-43
6	Instructor Training Course / Effective Briefing Course AMEDDC&S/ USDA FC 80 Hours/24 Hours		U3	U3	U3	U3	5,6,33-34,36,37
7	Introduction to Federal Budgeting USDA FC/CC/OL 24 Hours		U3	U3	U3	U3	20,21,23
8	Supervisor Development Course / Human Resources for New Supervisors AIPD /CPOCMA CC/OL/FC Length Varies/36 Hours		U1 SUP	U1 SUP	U1 SUP	U1 SUP	10,11,12,13
9	Leadership Education and Development Course Local CPAC FC 40 Hours		U1 SUP	U1 SUP			3-4,5-6,8-13,24-26,34, 36-37
10	Action Officer Development Course AIPD CC/OL Length Varies	U1	U1				5-6,7,13,36-37

LEGEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I C = COMPETITIVE * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II SUP = SUPERVISOR ONLY ** = RECURRING REQUIREMENT
OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENT ASSIGNMENT *** = BY EXCEPTION

APPENDIX D
MASTER TRAINING PLAN MATRIX
PSYCHOLOGIST

Page 2 of 4

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY	INTERMEDIATE		ADVANCED		COMPETENCIES (Appendix B)
		GS-07/09	GS-11	GS-12	GS-13	GS-14	
11	Manager Development Course AIPD CC/OL Length Varies		U1	U1			3-4,5-6,8-13,24-26,34, 36-37
12	Team Building and Team Leadership OPM FC 40 Hours		U3	U3	U3	U3	11,13,34
13	Action Officer Force Integration Course Army Force Management School FC 40 Hours		U3	U3	U3	U3	1,2
14	Sustaining Base Leadership and Management (SBLM) Program AMSC FC 12 Weeks Resident/1 Year Non-Resident		U3 C	U3 C	U3 C	U3 C	3-4,7,8-13,15,33-34, 36-37
16	Personnel Management for Executives I AMSC FC 72 Hours			U3	U2	U2	8-13,36-37
16	Personnel Management for Executives II AMSC FC 40 Hours			U3	U2	U2	8-13,36-37
17	Secretary of The Army Research And Study Fellowship SARSF FC 6-12 Months			C	C	C	3,5,33-34,35-36
18	Organization Leadership for Executives CAL FC 80 Hours			U3	U2	U2	3,5,8-13,33-34,36-37
19	Seminar for New Managers: Leading People OPM FC 80 Hours				U3	U3	3,5,8-13,33-34,36-37
20	Management Development Seminar: Leading Organizations OPM FC 80 Hours				U3	U3	3,5,8-13,33-34,36-37

LEGEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I C = COMPETITIVE * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
 CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II SUP = SUPERVISOR ONLY ** = RECURRING REQUIREMENT
 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENT ASSIGNMENT *** = BY EXCEPTION

APPENDIX D
MASTER TRAINING PLAN MATRIX
PSYCHOLOGIST

Page 3 of 4

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY	INTERMEDIATE		ADVANCED		COMPETENCIES (Appendix B)
		GS-07/09	GS-11	GS-12	GS-13	GS-14	
21	Capitol Hill Workshop DOD FC 3 Days			U3	U3	U3	3,5,8-13,33-34,36-37
22	White House Workshop DOD FC 3 Days			U3	U3	U3	1,2,3,13,14,20,33-34, 35-38
23	DOD Executive Leadership Development Program DOD FC 50-55 Days Over 1 Year			C	C	C	1,2,3,13,14,33-34, 35-38
24	National War College (NWC) NDU FC 10 Months					C	1,2,3,13-34,33-34, 35-38
25	Army War College (AWC) AWC FC 10-12 Months Resident/ 2 Years Non-Resident				C	C	1,2,3,13-14,33-34, 35-38
26	Industrial College of the Armed Forces (ICAF) NDU FC 10 Months					C	1,2,3,13-14,33-34, 35-38
27	Army Congressional Fellowship Program (ACFP) Office of Chief, Legislative Liaison FC 15 Months-Intermittent				C	C	1,2,3,13-14,33-34,35- 38
28	Publishable Research Project Station/Installation OJT Length Varies				U3	U3	3,35-38
29	Executive Leadership Program USDA FC 12 Months		U3	U3	U3	U3	3,8-13,24-27,33-34, 35-38
30	Harvard University Program for Senior Executive Fellows John F. Kennedy School of Government, Harvard University FC 4 Weeks					U3	3,8-13,24-27,33-34, 35-38

LEGEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I C = COMPETITIVE * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II SUP = SUPERVISOR ONLY ** = RECURRING REQUIREMENT
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APPENDIX D
MASTER TRAINING PLAN MATRIX
PSYCHOLOGIST

Page 4 of 4

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY	INTERMEDIATE		ADVANCED		COMPETENCIES (Appendix B)
		GS-07/09	GS-11	GS-12	GS-13	GS-14	
31	National Security Management Course Syracuse University, Syracuse, NY FC 5½ Weeks					U3	3,8-13,24-27,33-34, 35-38
32	AMEDD Behavioral Science Course-CL Psychology 6H-A0433 AMEDDC&S FC 40 Hours			U3	U3	U3	14-18, 24-30, 32-35, 38-41, 43-45
33	USAADAPCP Management Course 5H-F6/302-F6 AMEDDC&S FC 40 Hours	U3	U3	U3			14-18, 28-32, 33-35
34	USAADAPCP (Family Services) 5H-F7/302-F7 AMEDDC&S FC 80 Hours	U3	U3	U3			39-44
35	USAADAPCP (Advanced Counseling) 5H/F10/302-F10 AMEDDC&S FC 40 Hours	U3	U3	U3			39-44
36	USA Drug and Alcohol Rehabilitation Training (Group) 5H-F5/302-F5 AMEDDC&S FC 80 Hours	U3	U3	U3			39-44
37	USA Drug and Alcohol Rehabilitation Training (Individual) 5H-F4/302-F4 AMEDDC&S FC 80 Hours	U3	U3	U3			39-44

LEGEND: FC = FORMAL COURSE
 CC/OL = CORRESPONDENCE COURSE/ON-LINE
 OJT = ON-THE-JOB TRAINING

U1 = UNIVERSAL PRIORITY I
 U2 = UNIVERSAL PRIORITY II
 U3 = UNIVERSAL PRIORITY III

C = COMPETITIVE
 SUP = SUPERVISOR ONLY
 DVP = DEVELOPMENT ASSIGNMENT

* = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
 ** = RECURRING REQUIREMENT
 *** = BY EXCEPTION

APPENDIX E
ALPHABETICAL LIST OF COURSE DESCRIPTIONS
PSYCHOLOGIST

Action Officer Development Course (AODC). Mandatory for all individuals promoted/appointed to journey-level positions. Other employees interested in developing their action officer skills may also enroll. The course prepares employees for the requirements of staff work with training similar to that of the Combined Arms and Services Staff School (CAS3). The supervisor of each student may enter into an agreement with the employee to provide opportunities for the employee to become proficient. The course is available on-line. There is no cost for this course. Additional information is available at: <http://cpol.army.mil/train/catalog/ch01aodc.html>. (Source: AIPD) (Length varies)

Action Officer Force Integration Course. Presents the critical elements of the force integration processes, functions, and interrelationships by which the Army runs. This course is appropriate for civilians at the GS-9 through GS-15 levels. Additional information is available at: <http://www.afms1.belvoir.army.mil/courses/courses1.htm> (Source: Army Force Management School) (Length: 40 Hours)

AMEDD Behavioral Science Course-CL Psychology 6H-A0433. This course is designed to familiarize military psychologists, psychiatrists, and social workers with the current issues facing the AMEDD. Major content areas include division mental health/combat stress, deployments, family advocacy, wellness, and specialty issues. Additional information is available at: <https://www.atrrs.army.mil/atrrscc/> (Source: AMEDDC&S) (Length: 40 Hours)

Army Congressional Fellowship Program (ACFP) (Formerly LEGIS Fellowship for Executive Development). This program is targeted to DA civilians at the GS-13 to 15 levels or above. Provides assignments for personnel whose current or prospective positions may require working knowledge of the operations of the Congress. Expenses for non-Career Program selectees will be born by their nominating command/ organization. Additional information is available at: <http://cpol.army.mil/train/catalog/acfp.html> (Source: Office of Chief, Legislative Liaison) (Length: 15 Months-Intermittent)

Army War College (AWC). DA civilian employees at GS-14/15, and high potential GS-13's are eligible to attend. Studies the role of land power, as part of a joint or combined force, in support

of the U.S. national military strategy. The curriculum emphasizes theory, concepts, systems and the national security decision-making process. It teaches, through numerous case studies, exercises and war games. The student seminar group is the fundamental learning vehicle at the school. Resident students may qualify to earn an initial masters degree from participating institutions. This course is centrally funded. Additional information is available at: <http://carlisle-www.army.mil>. (Source: AWC) (Length: 10-12 Months-resident/2 years-Distance education)

Capitol Hill Workshop. Offers senior federal managers and executives a timely, in-depth look at how the new U.S. Congress will be organized, how it will set its agenda, how it may change the fundamentals of U.S. foreign policy, and how it will affect the role, budget, and policies of their agencies over the next two years. Additional information is available at: <http://www.publicpolicyseminars.com/chwkshop.htm> (Source: DOD) (Length: 3 Days)

DOD Executive Leadership Development Program (DELDP). The purpose of this program is to: provide the advantage of a joint arena approach to civilian training that promotes greater understanding of the overall DOD mission; provide a new approach to the training of DOD employees which parallels the methodology of selected military training; focus on increasing the pool of eligible civilian employees for promotion to executive positions, regardless of sex, age, color, handicap, or national origin; and provide cross-agency exposure for mid-level civilian and military personnel. This is a competitive development course for GS/GM-12/13/14. This course is centrally funded. The course includes formal classroom instruction plus significant homework assignments. Additional information is available at: <http://www.cpms.osd.mil/eldp/index.html> (Source: DOD) (Length: 50-55 days over one year)

Executive Leadership Program (Formerly the Women's Executive Leadership Program). This course will provide student with the ability to lead, communicate assertively, build effective teams, manage stress, portray a professional image, manage cultural diversity, coach and counsel, recognize and exert personal power; knowledge of the Federal Personnel Management system; ability to resolve conflicts; skill in negotiating; knowledge of legal and ethical issues impacting managers; ability to use organizational survival techniques; knowledge of factors which impact career success; and skill in making presentations. Formal classroom 24 days, plus 5 months developmental assignment and special activities over a 12-month period. This course is open to individuals at the GS 11-13 levels who have little or no

supervisory experience. Additional information is available at:
http://www.grad.usda.gov/programs_services/lda/welp.cfm
(Source: USDA) (Length: 12 Months)

General Orientation/Orientation to the Employing Office. This includes orientation to the job site and introduction to the work, work setting, and rules, procedures, and goals of the unit. Subjects, in addition to personnel rules, include safety, security, and other matters affecting the unit's efficiency and productivity. Information should be given in sufficient detail to permit the new employee to meet the supervisor's expectations in covered matters and to approach assigned work tasks with confidence. (Source: Supervisor) (Length: Length Varies)

Harvard University Program for Senior Executive Fellows (SEF). The purpose of the course is to build executive skills in political and public management, negotiation, human resource management, policy-making, organizational strategy, communication, ethics and leadership. Recommended for managers who are at GS-14/15 levels. Directed primarily to promising upper-level managers who have advanced rapidly into senior positions and are now required to focus on "the larger picture" of the organization. This program is not centrally funded by ACTEDS resources. Additional information is available at:
<http://www.cpol.army.mil/train/catalog/ch04husef.html> (Source: John F. Kennedy School of Government, Harvard University) (Length: 4 Weeks)

Industrial College of the Armed Forces (ICAF). DA civilian employees at GS-14/15 are eligible to attend. Focuses on broad-based national security decision making for senior policy makers in a dynamic world environment. Emphasizes post-graduate, executive level education rather than training, and enduring principles and concepts rather than transient contemporary events. Curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. Employs the case method complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program. This course is centrally funded. Additional information is at:
<http://cpol.army.mil/train/catalog/ch02icaf.html>. (Source: NDU) (Length: 10 Months)

Introduction to Federal Budgeting (BUDG7001N-W01). This course is essential for employees who prepare unit budgets in addition to their normal duties. This course also works well for managers, analysts, and new budgeting personnel. Additional

information is available at:

http://www.grad.usda.gov/Catalog/alpha_CourseDescription.cfm?code=BUDG7001D-W01&courselocation=&coursestartdate= (Source: USDA) (Length: 24 Hours)

Instructor Training Course (Formerly Faculty Development Course)/Effective Briefing Course. Emphasis is placed on communication skills, audio-visual support, writing lesson plans, writing objectives, and writing test items. Additional information for the Instructor Training Course is available at: <https://www.atrrs.army.mil/atrrsc/c/courseinfo.asp?fy=2003&sch=081&crs=5K%2DF3%2F520%2DF3&crstitle=INSTRUCTOR+TRAINING+COURSE&phase=>. Additional information for the Effective Briefing Course is available at: <http://www.grad.usda.gov> (Source: AMEDDC&S/USDA) (Length: 80 Hours/24 Hours)

Leadership Education and Development (LEAD) Course. The target audience is new military and civilian supervisors of civilian employees. Develops and hones leadership skills of supervisors. Focuses on situational leadership, motivation, communication, performance counseling, conflict management, team building, problem solving, values and ethics, and systems theory. Supervisors must complete the Supervisor Development Course before enrolling in this course. This course is locally funded. Additional information is available at: <http://cpol.army.mil/train/catalog/ch01lead.html>. (Source: Local CPAC) (Length: 40 Hours)

Management Development Seminar: Leading Organizations. In this seminar, experienced managers, typically considered mid-level managers in their organization, step into the world of dynamic thinking, creativity, and innovative, results-oriented implementation. Learning techniques include practical exercises, case studies, activities with facilitated debriefings, and discussions and presentations with real-time feedback. There are also opportunities for the exchange of ideas with colleagues from other agencies. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=MDS-LO> (Source: OPM) (Length: 80 Hours)

Manager Development Course. Correspondence course covering topics such as organizational culture, time management, setting objectives and plans, problem solving and decision making, planning, programming and budgeting, manpower management, communications, information technology applications, the Army environmental program, equal employment opportunity, professional ethics, internal management control, and Army Family Team Building. This course is centrally funded.

Additional information is available at:
<http://www.atsc.army.mil/accp/aipd.htm> (Source: AIPD) (Length Varies)

National Security Management Course (NSMC). This course will give senior DOD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The course objective is to improve the management and leadership skills necessary to successfully influence the various processes within DOD. Recommended for managers at the GS-15 level. GS-14s may be considered, on a case-by-case basis, based on the nature of their positions and need for development. The nominating activity funds travel and incidental entitlements allowable by the JTR. Tuition, meals, and lodging are centrally funded through a DOD contract subsidized by Army. Additional information is available at:
<http://www.cpol.army.mil/train/catalog/ch04nsmc.html> (Source: Syracuse University, Syracuse, NY) (Length: 5½ Weeks)

National War College (NWC). Focuses on national security policy and strategy with a joint, multi-service perspective. Designed to expand and deepen student's knowledge of national security matters and to sharpen their analytical skills. Program consists of prescribed courses, advanced studies, and regional studies. Teaching methods include lectures, seminar discussions, case studies, and student exercises. DA civilian employees at grades GS-14/15 are eligible to attend. This course is centrally funded. Additional information is available at: <http://cpol.army.mil/train/catalog/ch02nwc.html>. (Source: NDU) (Length: 10 Months)

Organization and Functions of the Army Medical Department (MDOO4). This orientation includes information on the mission and composition of the AMEDD to include organization of medical centers and medical department activities, as well as the histories and functions of the six officer medical corps. Additional information is available at:
http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: Supervisor/CC/OL) (Length Varies)

Organization Leadership for Executives (OLE). Trains career program DA civilian Managers in leadership doctrine of the Army. This course will identify, explain, and demonstrate the leadership skills and competencies required to perform at the key manager level. The Command & General Staff College has approval authority to grant graduate credit to students who successfully complete OLE. This course is intended for managers in the grades of GS-12 through GS-15. This course is centrally

funded. For additional information go to: http://www-cgsc.army.mil/cal/cltd/CLTD_courses/index.asp (Source: Center for Army Leadership (CAL)) (Length: 80 Hours)

Organization of the U.S. Government. A general orientation that includes organization of the employee's individual work unit and its interrelationship with higher headquarters as well as other activities outside the command. (Source: Supervisor) (Length Varies)

Personnel Management for Executives (PME) I. Presents a broad perspective of personnel management in relation to the total management function, the relationship of operating and staff officials in the discharge of personnel management responsibilities, and the current and projected developments in personnel administration. The target audience for this course is GS-13/14 (GS-12 and 15 on exception basis). This course is centrally funded. Additional information is available at http://www.amsc.belvoir.army.mil/amsc_pme.htm (Source: AMSC) (Length: 72 Hours)

Personnel Management for Executives II. Designed to stimulate managers and executives to manage human resources more efficiently and to develop a sharper sense of direction and improved human resources management skills. Nominees must have attended PME I at least two years prior to the start of PME II. This course is centrally funded. Additional information is available at: http://www.amsc.belvoir.army.mil/amsc_pme.htm. (Source: AMSC) (Length: 40 Hours)

Professional Associations. Participation in any of a variety of professional associations to maintain professional skills and knowledge, and remain up to date with current developments within the field of practice. These professional associations include, but are not limited to: The American Psychological Association (<http://www.apa.org/>); American Psychological Society (<http://www.psychologicalscience.org/>); International Association for Analytical Psychology (<http://www.iaap.org/>), etc. (Source: Various Professional Associations) (Length Varies)

Publishable Research Project. Subject of project should be of use/interest to DA and professional psychological organizations. (Source: Station/Installation) (Length Varies)

Secretary of The Army Research and Study Fellowship (SARSF). This opportunity is available to civilian employees at the GS-12 level or above. Fellowships are granted with the intent to: support study and research on selected projects relevant to

Army's mission; develop and increase the use of the best talents among Army career civilians; and support basic creativity of selected individuals. NOTE: Fellowships are not substitutes for projects that should be done on a normal on-duty assignment and financed through mission funds. Neither are they substitutes for academic programs that should come under other Army long-term training programs. Additional information is available at: <http://cpol.army.mil/train/catalog/sarsf.html>. (Source: SARSF) (Length: 6-12 Months)

Seminar for New Managers: Leading People. Provides highly motivated new managers the opportunity to learn the essential skills necessary for successful transition from first line supervision into management. It is also appropriate for more experienced managers who have not yet had the opportunity for formal development of these skills. The faculty uses scenarios, case studies, role-plays, group exercises, and other adult learning methods. Leading-edge information on leadership theory and practice is applied to participants' real organizational problems. The seminar uses the Hersey-Blanchard Leadership Model to diagnose participants' preferred leadership styles and their appropriate use. Each participant also develops skills in conflict resolution, human resources management, leveraging diversity, problem solving, and communication. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=SFNM-LP> (Source: OPM) (Length: 80 Hours)

Supervisor Development Course (ST5001/ST5002)/Human Resources For New Supervisors: Fundamentals & Tools. Presents first time supervisory personnel with the basic knowledge of civilian personnel administration procedures and techniques. A mandatory course that must be completed within twelve (12) months of assignment as supervisor to civilian personnel. Supervisors must complete the correspondence course before enrolling in the Leadership Education and Development (LEAD) course. The course may be completed by correspondence course or by attendance to a centrally funded residential training course. Additional information for the correspondence course is available at: http://www.cpol.army.mil/train/courses/st5001/st5001_top.htm Additional information for the resident course is available at: <http://www.cpocma.army.mil/catalog/Crs-Dscr/Descr-E-H.htm - HRfNS> (Source: AIPD/CPOCMA) (Length Varies/36 Hours)

Sustaining Base Leadership and Management (SBLM) Program. Presents strategies, doctrine, functional relationships, and systems relevant to the Total Army with emphasis on the sustainment base. Specifically, provides knowledge of military

forces and doctrine, national policy and strategic studies, force integration, resource management, acquisition and logistics management, installation management, information management, management techniques, personnel management systems, health fitness, communicative arts, and program analysis and evaluation. This course is centrally funded. Nominees must be serving in grades GS-12 through GS-14 (GS-11's and GS-15s by exception). Additional information is available at: <http://www.amsc.belvoir.army.mil/> (Source: Army Management Staff College (AMSC)) (Length: 12 weeks-resident/1 year-non-resident)

Team Building and Team Leadership. The seminar focuses on the fundamental team skills necessary to work effectively in a team-oriented environment. The seminar examines how to apply basic team processes and tools to foster commitment, increase trust, empower people, and create synergy for accomplishing organizational goals. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=TBTL> (Source: OPM) (Length: 40 Hours)

University Sponsored Training. Various continuing education courses or seminars to keep abreast of changes in the field and ensure competency is maintained. (Source: University-Based) (Length Varies)

USAADAPCP Management Course 5H-F6/302-F6. Provides installation Clinical Directors and Clinical Supervisors with USAADAPCP management responsibilities with a working knowledge in the management and administration of the installation USAADAPCP. (Source: AMEDDC&S) (Length: 40 Hours)

USA Alcohol and Drug Abuse Prevention and Control (Family Services) 5H-F7/302-F7. The course provides selected military and DAC personnel with a working knowledge of a specific family counseling model and techniques necessary to effectively counsel families in the USAADAPCP. Course instruction is presented through conferences and practical exercises. Additional information is available at: <https://www.atrrs.army.mil/atrrscc/> (Source: AMEDDC&S) (Length: 80 Hours)

USA Alcohol and Drug Abuse Prevention and Control Program (Advanced Counseling) 5H-F10/302-F10. The course provides USAADAPCP counselors with a foundation of current information and skills that help them develop a treatment program/plan within the USAADAPCP for substance abusers. (Source: AMEDDC&S) (Length: 40 Hours)

USA Drug and Alcohol Rehabilitation Training (Group) 5H-F5/302-F5. Provides military and DAC personnel a working knowledge of group counseling skills. Additional information is available at: <https://www.atrrs.army.mil/atrrscc/> (Source: AMEDDC&S) (Length: 80 Hours)

USA Drug and Alcohol Rehabilitation Training (Individual) 5H-F4/302-F4. Provides a working knowledge of a specific individual counseling model and techniques necessary to effectively counsel individual patients in the Army Alcohol and Drug Abuse Prevention and Control Program (ADAPCP). Additional information is available at: <https://www.atrrs.army.mil/atrrscc/> (Source: AMEDDC&S) (Length: 80 Hours)

White House Workshop. The White House Workshop examines the multiple roles of the Presidency and explores how presidential politics and initiatives affect the policies and processes of government. Although the Constitution established the Legislative Branch of government as the principal policy organ, historical evolution has made the President the prime initiator and coordinator of domestic and international policy as well as the foremost mobilizer for public support. Senior personnel must be able to articulate, plan, and budget in such a way as to build a new consensus that will meet national objectives and secure stable public support. Additional information is available at: <http://www.publicpolicyseminars.com/whwkshop.htm> (Source: DOD) (Length: 3 Days)

**APPENDIX F
GLOSSARY
PSYCHOLOGIST**

ACRONYM

DEFINITION

ABPP	- American Board of Professional Psychology
ACFP	- Army Congressional Fellowship Program
ACTEDS	- Army Civilian Training, Education, and Development System
ADA	- Americans with Disabilities Act
AEP	- Affirmative Employment Program
AIPD	- Army Institute for Professional Development
AMEDD	- Army Medical Department
AMEDDC&S	- Army Medical Department Center and School
AMSC	- Army Management Staff College
AODC	- Action Officer Development Course
APA	- American Psychological Association
APPD	- AMEDD Personnel Proponent Directorate
AWC	- Army War College
CAL	- Center for Army Leadership
CAS3	- Combined Arms and Services Staff School
CONUS	- Continental United States
CPAC	- Civilian Personnel Advisory Center
CPD	- Competitive Professional Development
CPOCMA	- Civilian Personnel Operations Center Management Agency
DA	- Department of the Army
DELDP	- DoD Executive Leadership Development
DOD	- Department of Defense
EEO	- Equal Employment Opportunity
FC	- Functional Chief
FCR	- Functional Chief Representative
HQDA	- Headquarters, Department of the Army
IAW	- In Accordance With
ICAF	- Industrial College of the Armed Forces
IDP	- Individual Development Plan (non-regulatory)
JCAHO	- Joint Commission on Accreditation of Healthcare Organizations
LEAD	- Leadership Education and Development
KSAs	- Knowledge, Skills, and Abilities
MACOM	- Major Army Command
MEDCEN	- Medical Center
MEDCOM	- U.S. Army Medical Command
MEDDAC	- Medical Activity
MTP	- Master Training Plan
NDU	- National Defense University
NMSC	- National Security Management Course
NRHSP	- National Register of Health Service Providers in Psychology

ACRONYM**DEFINITION**

NWC	- National War College
OCONUS	- Outside Continental United States
OJT	- On-the-Job Training
OLE	- Organization Leadership for Executives
OPM	- Office of Personnel Management
OSHA	- Occupational Safety and Health Administration/Act of 1970
PME	- Personnel Management for Executives
RMC	- Regional Medical Command
SARSF	- Secretary of the Army Research and Study Fellowships
SBLM	- Sustaining Base Leadership and Management
SEF	- Senior Executive Fellows
SMEs	- Subject-Matter-Experts
TAPES	- Total Army Performance Evaluation System
TSG	- The U.S. Army Surgeon General
U.S.	- United States
USA	- United States Army
USAADAPCP	- U.S. Army Alcohol and Drug Abuse Prevention and Control Program
USDA	- U.S. Department of Agriculture

APPENDIX G
REQUEST FOR EQUIVALENCY CREDIT FOR MANDATORY FUNCTIONAL TRAINING

Instructions for Completing and Handling Request:

- Employee completes Section I, provides input for Section II, and forwards request to supervisor.
- Supervisor reviews Section II and completes Section III. If concurring, forwards request to approving authority. If nonconcurring, returns request to employee.
- Approving authority completes Section IV and returns request to supervisor.

Section I – Employee's Request for Equivalency Credit		
Name (Last - First - MI)		Career Field/Program Number
Title/Series/Grade	Course Title & Code	Course Provider
Employee's Signature		Date Signed
Telephone Number and E-mail		
Section II – Training Information		
<input type="checkbox"/> Work Experience: (Attach detailed explanation of work assignments. Identify competencies and explain how they were acquired.) <input type="checkbox"/> Formal Education or Training, including Correspondence Study: (Attach transcript(s) and descriptions of course work, to include course title, course level, and grade. Identify competencies and explain how they were acquired.) <input type="checkbox"/> Self-development Activities (Attach detailed explanation. Identify competencies and explain how they were acquired.)		
Section III – Supervisor's Recommendation		
<input type="checkbox"/> Concur <input type="checkbox"/> Non-concur		
Supervisor's Name, Title, Organization, and Mailing Address		Telephone Number and E-mail
Supervisor's Signature		Date Signed
Section IV – Approving Authority's Decision		
Approving Authority's Name, Title, Organization, and Mailing Address		Telephone Number and E-mail
Approving Authority's Signature		Date Signed

**APPENDIX H
INDIVIDUAL DEVELOPMENT PLAN**

PRIVACY ACT STATEMENT. Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Civilian Personnel Activity Center servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing the information on this form, including your Social Security Number, is voluntary.

NAME:	SSN:	PERIOD COVERED:	CAREER FIELD:			
POSITION TITLE/GRADE:		ORGANIZATION:				
1. DEVELOPMENTAL OBJECTIVES (Skills/Performance Enhancement, Career Development, Etc.)						
a. Short-Term Objectives			b. Long-Term Objectives (3-5 Years)			
1.			1.			
2.			2.			
3.			3.			
4.			4.			
5.			5.			
2. MANDATORY TRAINING FOR ACCREDITATION/CERTIFICATION						
Course Title/Number	Objective Supported	Course Provider	Date Required	Hours	Tuition	Est Travel/Per Diem
1.						
2.						
3.						
4.						
5.						
3. UNIVERSAL MANDATORY TRAINING (Priority I)						
Course Title/Number	Priority	Course Provider	Date Required	Hours	Tuition	Est Travel/Per Diem
1.						
2.						
3.						
4.						
5.						

4. UNIVERSAL TRAINING (Priority II AND III)							
Course Title/Number	Objective Supported	Priority	Course Provider	Date Required	Hours	Tuition	Est Travel/Per Diem
1.							
2.							
3.							
4.							
5.							

5. COMPETITIVE PROFESSIONAL DEVELOPMENT			
Type of Assignment	Location	Proposed Dates	Est Travel/Per Diem
1.			
2.			
3.			
4.			
5.			

6. TRAINING OR SELF DEVELOPMENT COMPLETED DURING LAST FY			
Training Course or Developmental Activity	Location	Completion Date	Hours
1.			
2.			
3.			
4.			
5.			

7. INTERN ON-THE-JOB TRAINING				
Developmental Activity	Location	Proposed/Completion Date	Supv Initial	Hours
1.		/		
2.		/		
3.		/		
4.		/		
5.		/		

I certify that I will support the training and/or development outlined in this IDP and will recommend approval of training costs in each FY budget. I have discussed this with the employee for whom this IDP has been prepared and concur with documented training.

Program Manager/Supervisor	Date	Functional Chief Representative	Date
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I have discussed my career goals and the training or development needed to achieve these goals. I have included only goals that I can realistically expect to achieve during the time period specified.

Employee	Date
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APPENDIX I
CREDITS
PSYCHOLOGIST

Use of hyperlink to American Psychological Association Website is credited to APA.

Use of hyperlink to APS Website has been approved by the American Psychological Society.

Use of hyperlink to IAAP has been approved by the International Association for Analytical Psychology.